THE

SOUTH INDIAN TEACHER

Vol. X   January, 1937   No. 1

ELECTIONS TO THE MADRAS LEGISLATIVE COUNCIL AND ASSEMBLY

(Letter from the Secretary, The South India Teachers' Union to the political parties that have set up candidates for election to the legislature.)

DEAR SIR,

I have the honour to inform you that at the time when elections to the Provincial Legislature are in full swing it is necessary and desirable that teachers in South India belonging to the South India Teachers' Union should be in a position to know what position your party will be inclined to take up in regard to Education.

The Working Committee of the South India Teachers' Union feels that an opportunity should be given to the political parties to place their point of view or programme so that members of the Union may make up their mind when the occasion arises for exercising their franchise..

May I, on behalf of the South India Teachers' Union request you to be so good as to send for publication in the official journal of the Union *The South Indian Teacher* the programme of your party regarding "Education." Among other topics which you may propose to deal with in your article, I would request you to enlighten the members as to what steps your party will be willing to adopt to improve the status of teachers and to let the Teachers' Organization like the South India Teachers' Union serve the public in regard to Education. The issue of the journal will appear by the end of January and I shall feel grateful if you will be pleased to send your article at your earliest convenience. A copy of the rules of the Union is enclosed herewith for your information. The Jubilee Year Book & Educational Directory will give ample information regarding the activities of the Union.

I have the honour to be,
Dear Sir,
Your most obedient servant,
(Sd.) M. S. SABHESAN,
Hon. Secretary.

CONGRESS AND EDUCATION

19th January 1937.

My Dear Sabhesan,

I am in receipt of your letter of the 14th and thank you very much for the same.

So far as the Party, to which I have the honour to belong, is concerned, if it is to be called a Party, *i.e.*, The Indian National Congress, I expect the teachers to vote for it, for the simple reason that it is bound to govern this country sooner or later. After all, teachers are also Indians, and they must learn to act as Indians, apart from their duties and responsibilities as teachers. So far as letting the South India Teachers' Union know the programme of the Congress, in regard to education, is concerned, you may take it from me and from the Congress, that *we will be glad to have your co-operation in solving the many educational problems before us.*

As regards the status of teachers is concerned, I certainly can pledge my Party to the assurance that **we want permanence of tenure for all teachers from the lowest to the highest.** We do not want them to be the play-thing of any political parties or persons. I am also in favour of a minimum living wage for all the teachers. As for other considerations, governing their status, I am one of those who believe that teachers perform one of the noblest and most useful tasks in the building up of our nation, and their status should correspond to that work.

Generally, the programme of our Party will be *a ten-year programme of universal compulsory elementary education, with a distinct national orientation, the reform of secondary education so as to afford facilities for all people, the reform of University education, especially through the medium of the languages of the country, upto the very highest standard.* I trust I have said enough to convince you and your Union of the need for supporting us. I wish your Union all success.

Yours sincerely,

(Sd.) S. SATYAMURTI.

REORGANISATION OF EXAMINATION SYSTEM

(PRESIDENTIAL ADDRESS, EXAMINATION SECTION OF THE 12TH ALL-INDIA EDUCATIONAL CONGRESS)

BY

MR. ZIAUDIN AHMED,

Vice-Chancellor, Muslim University, Aligarh

Dissatisfaction with examinations is universal. It is no longer local, it exists in all countries. Their failure as means of school promotion, as tests of entrance to Universities, as instruments of selection to the professions, has recently been established in America and in different European countries. Munificent grants have been made by the Carnegie Foundation for enquiries into different national systems of examinations.

In spite of this very wide, almost universal, dissatisfaction with the existing state of things, hardly any responsible educationist or social reformer has advocated the total sweeping away of the examination system. Whatever may be their defects, and however grave they may be, examinations as they stand at present cannot be abolished without exposing education and society to dangers and inconveniences even greater than those for which examinations are responsible. They are a social necessity from more point of view than one. They are our destiny. No society that wanted to sift out talent from the masses could do without them. The Schools need them as means of classification and of promotion, the Universities need them both for the purpose of testing at various stages the attainment of their alumni. The employer needs them as a guarantee of what he ought to expect of his prospective employee. Parents want educational institutions to furnish them with a guarantee of their children having profited by instruction. Students on their part want some tangible recognition of their efforts and intelligence.

The problem before us is therefore not of ending, but of mending, examinations.

There are four distinct systems of examinations now followed in different countries. For the sake of convenience they may be called :

(a) The English system ;
(b) The German system ;
(c) The French system ; and,
(d) The American system or the New Type of Examinations.

The essence of the English System of Examination is that Examiners and examinees do not personally know each other, and strict secrecy is maintained at every stage. The same papers are set at different centres, and the examining authorities declare the result by totalling marks given by the examiners. In the case of large examinations sub-examiners are also appointed with different standards of marking. The results are usually announced after an interval of several weeks ; in the case of the Senior Cambridge Examination conducted in India and in the Colonies the period extends over three months.

The German system is just the reverse and it is very similar to the examinations we had in India in old Arabic and Sanskrit institutions. The examinee chooses his own examiner and the date of his examination. He has to submit some kind of dissertation which is followed by oral tests. Numerical marks are not awarded.

In France examinations are not conducted by one central authority. Each University conducts them in its own territorial area. All public examinations are held twice a year, once at the end of the academic session, and again just after the long vacation. Examination scripts are not sent to examiners, who themselves go to the examination centre, mark the script there, and announce the result within a fortnight after conducting oral examination. Marks and scripts are open to the public, and parents are permitted to be present at the oral test. School records are taken into account in arriving at the final result.

The new Type of Test is still in the experimental stage. In this, effort is made to set questions in such a manner so as to eliminate the element of chance due to the error of perception or to the personal equation of the examiner. The questions are so designed that they can be answered by dots, dashes, crosses or in a few words. A large number of questions are set, and a wider range of knowledge can be tested than is possible in the older type of examination. Variability in marking is effectively prevented.

The Indian system of examinations has all the evils of the English system, and none of its good features. Its greatest defects are traceable to the " secrecy " which envelopes its organisation and technique, and in the " finality " of the mark once awarded by the examiner.

The tradition of secrecy is a most vicious one. It is difficult to understand why the principles, methods and organisations of many examinations should be shrouded in darkness. This is unnecessary and appears to spring from fear of criticism. As Mr. B. C. Wallis, one of the chief examiners in England remarks with a certain amount of exaggeration, secrecy in examinations "has covered deliberate and culpable neglect of duty, gross inefficiency, and other defects due to bias, caprice or deliberate intention of examiners."

Another serious defect of the Indian system of examinations is the finality of marks. The marks given by examiners are treated as sacred and final. They are considered incapable of modification. In one examination with which I am familiar the examiner entered the marks on the marks sheet without examining the answer books. This was discovered because all the candidates entered on any particular page of the marks sheet were found to have been awarded the same numerical mark. The examining authorities were convinced of the unfairness done to examinees, but their regulations did not permit the redressing of the wrong.

The unreasonableness of secrecy and finality is borne out by the findings of researches relating to the variability of examiners' marks. Starch and Elliot's early enquiries showed that the marks for the same paper, given by different examiners, may run over the entire range of the percentile scale. More recently the valuable enquiries by Professor Valentile and by Hartog and Rhodes in England have brought to light disquieting facts regarding the unreliability of individual examiner's marks. In one national enquiry the investigators used actual examination scripts and employed experienced examiners. The marks given by different examiners to the same script were found to range from 16 to 71. In another investigation two school students were employed as examiners. The reliability and the marking of these two school students was found to be 39% as against the reliability of marking of experienced professors which was found to be 52%.

In America the marks awarded by different examiners to a Geometry paper where variability is minimum were found to range from 28% to 92%.

Unfortunately thoroughgoing enquiries along these lines have not been made on a large scale in India. An important statistical research on the differences of perception in valuing answer books that has come to my notice was done by Mr. Kuppuswamy of Trivandrum. He selec-

ted three answer books in mathematics from the Model School. They were examined by 46 experienced teachers and the marks varied all the way from 39 to 71. After examining various cases he remarked that no serious injustice would be done to candidates if the marks allotted were simply drawn out of a ballot-box. What he meant was that marks depend upon the lottery involved in the selection of the particular examiner. One is inclined to ask, " Why use the examiner as an intermediary at all ? Why not draw lots straightaway ? "

The imperfections of examinations may be divided into two classes the unavoidable examination errors which may be called scientific errors, and incidental imperfections.

Edgeworth classified the unavoidable errors into (a) errors due to minimum sensible, (b) deviation error, (c) error due to difference of scale, (d) deviation due to speed, and (e) error due to the fatigue of the examiner. The aggregate of these errors amounts to 7 per cent.

Attention has recently been called (by Frank Sandon and others) to other imperfections, *e.g.*, (1) the fluctuation due to varying interpretation of the marking schedule of different examiners, (2) error due to what has been called by Valentine the Instability of the candidate, (3) unreliability of questions which fail to give a consistent indication of the ability of the candidate in the prescribed syllabus, and (4) error due to the non-representative character of the selection of topic and syllabus of the subject as a whole. In addition to these errors there are other errors which cannot be scientifically classified and which may be called the idiosyncracies of the examiner and the examinee.

In large examinations where a number of sub-examiners are appointed, a new problem arises, *i.e.*, the reduction of the marks of different examiners to a common scale. The reduction will have to be done not only in the case of different subjects, but in the case of the same subject in different years.

Time does not permit me to mention other defects of examinations. We need a thorough and searching enquiry into our examinations, but there are a few changes which we can immediately introduce without substantially changing the structure of the system.

(1) Every answer book in all examinations must be examined by more than one person, without one examiner being aware of the marks awarded by other examiner. In case of marked discrepancy the paper should be examined by the head examiner or by the Chairman of the Examination Committee.

(2) Model answers must be prepared by the head examiners and must be periodically published.

(3) In lower examinations assistant examiners must meet and discuss schemes of marking.

I now come to the Competitive Examinations which select candidates for public services. They are characterised by almost all the defects of examinations. In addition to the errors which I have just quoted, they are also subject to the following limitations :—

(a) In the first place the basis of selection is unsound and unreliable. The manner of preliminary selection of candidates who are allowed to appear in the examination is the first practical difficulty. Some authorities have devised a unique method of preliminary selection. They do not select candidates by interview but on the basis of the results of a University examination. Candidates who pass this examination in the First Division are all selected, those who pass in the third division are all rejected, and a small number of such second divisioners as happen to catch the fancy of the selection authority are also selected. This method is open to the objection that the meaning of first division in different Universities or in the same University in different years is not the same. The candidates, therefore, who are selected on the basis of the first division obtained in their Universities do not necessarily posses equal degree of merit. And when we come to the second divisioners, we can find the basis of selection arbitrary and confused.

Another serious source of discrepant and unreliable evaluation of merit is the large number of alternative subjects allowed, particularly because the standards of marking in different subjects differ very widely and no attempt is made to reduce the marks to a common scale. The standard of marking varies not only from subject to subject but in the same subject from year to year on account of the change in examiners. The papers are not moderated and even the most glaring vagaries of examiners are not corrected. Students who offer these particular subjects whose examiners' personal equations work in the direction of leniency are handicapped in comparison with those whose examiners' equations work in the direction of strictness. If we consider along with this, the unavoidable scientific and incidental errors which have been investigated and whose approximate numerical values have been determined and if we also take into account the absence of any attempt to reduce the marks to a common scale, it is no exaggeration to say that Competitive Examination do not select the most competent, but the most fortunate candidates.

Inquiries bearing upon the structure and organisation of different national examination systems, upon such questions as the social and educational implications of examinations, upon the validity of different kinds of marks and of difficult methods of marking are in progress in America and in almost every country in Europe.

In India hardly anything has yet been done. I earnestly appeal to all educationists and others affected directly or indirectly by examinations to undertake a serious investigations of the many aspects of this problem so that the element of chance may be eliminated and examinations may become effective measuring instruments.

RECONSTRUCTION OF INDIAN EDUCATION *

BY

MR. K. S. VAKIL, M.Ed., M.R.S.T.,
Principal, Sri Maharani Tarabai Teachers' College, Kolhapur

The Indian educational world is resounding with discussions of the problem of Educational Reconstruction. In these discussions nothing is more surprising than the almost revolutionary change that has come about during the last few years in official opinion on the subject. It is well-known that when at the time of the public agitation against the Partition of Bengal at the beginning of this century the existing system of education was denounced as unsatisfactory and a national system of education was proposed and attempted as a change for the better in several places, everything was done by Government to run down the movement. A similar unbending attitude of official disfavour was assumed by Government when non-co-operators, under the leadership of Mahatma Gandhi, condemned the present system of education and struggled hard for its radical change fifteen years ago. Now, however, after all the popular ardour for reform of education has altogether cooled down, comes a voice from the head quarters of the Government of India, declaring the present system to be defective and suggesting a radical readjustment of it. This official inspiration has set educational authorities all over the country a-thinking as to what is wrong with the present system and how, if something is wrong with it, it might be cured of its defect. At every university convocation and at every educational conference some reference is invariably made to the subject and various plans are suggested for its satisfactory handling. This agitation of the question at the hands of leaders of educational opinion is, indeed, welcome. Care, however, appears to be necessary on the part of teachers and others concerned in education to be clear on certain issues involved in the consideration of the matter. In the first place, it is necessary to remember that reconstruction is easier and less costly if it is done on existing foundations. Hence, it is advisable to retain all that is worth retention in the present system and attempt reconstruction, as far as possible, on that basis. The present system has grown up during the last hundred years as a result of endeavours made by Government at its inception to meet certain administrative needs. Government needed

*An address delivered at the All-India Educational Conference, Gwalior—(Symposia on Secondary Education Section.)

English-knowing Indians to man its offices and official-minded Indians who had lost their jobs on account of the change of Government needed employment under the new regime. Education was thus given mainly with the view of creating a supply of civil servants and sought mainly with the view of obtaining the necessary qualifications for government service. It was given and taken from a narrow utilitarian point of view. Now that these administrative needs have been more than supplied and other more urgent social, civic, economic, and industrial needs have arisen, it is necessary to revise and, where necessary reconstruct the system so as to root it in the native soil and relate it to the life of the people and adapt it to the changed and changing needs of the present day.

Another important thing to note in this connection is the need to insist that in any plan of educational reconstruction that may be proposed there should be nothing that will have even the remotest effect of curtailing the existing facilities for secondary and university education. We have not yet, in our higher education, reached a stage at which we should be justified in crying 'halt.' We have one college student in a population of 3,352 against one in 1,013 in England, in 741 in Wales, in 473 in Scotland, in 808 in Italy, in 604 in Germany, in 579 in Holland, in 543 in Sweden, in 480 in France, in 387 in Switzerland, and in 125 in the U.S.A. All talk of restricting the benefits of university education to "the aristocracy of intellect" is therefore premature.

Further, there is a general tendency on the part of educationists who discuss this question to link the question of educational reconstruction with the question of unemployment of the educated. This tendency has the effect of confusing two different issues. While the first question concerns the present and future generations of youth of the country, the second concerns the generation that has left the portals of our secondary schools and colleges and has been thrown out on the employment market. While the first question is educational, the second is, strictly speaking, economic. Unquestionably, both need careful consideration—not altogether, however, but each independently of the other. In handling the one, we need to consider how we should readjust or reconstruct our present educational system so as to prevent further additions in future to the large armies of the educated unemployed and unemployable; in handling the second we need to consider the measures that might be taken with a view to finding suitable employment for the educated unemployed that hang on the market and the measures that might be devised with a view to providing suitable training for the educated unemployable so as to render them employable.

In readjusting the present system to the varying needs of different classes of pupils, it is necessary to remember that in the present state of opinion of parents and pupils, it is impossible to expect any pupil to turn to vocational institutions, even if they are provided, in preference to the present type of institutions of secondary and higher education. unless and until they are assured that their preference for them will not have the effect of dubbing them as inferior in mental talent and being treated as such by the world at large in the economic, social, and other fields of life. Our existing technical and industrial institutions have come to be looked down upon as institutions for misfits and unfits of the ordinary secondary schools and colleges. This mark of inferiority attaching to them in the public mind accounts in no small measure for their comparative unpopularity. If the new vocational institutions that may be provided to meet the Vocational needs of certain classes of pupils of our secondary schools are started as separate institutions, there is a great danger that they, too, may, in course of time, come to be treated as inferior and may be shunned by the majority of the pupils seeking secondary education. To avoid this danger, which is not imaginary, it is advisable to provide for vocational education in our ordinary institutions for secondary education. Instead of offering only one uniform course of general education they may offer additional alternative courses of vocational education in commerce, industrial training, agricultural training, art training, domestic training, and elementary teacher training, as is done in the Philippines and meet the different needs of the pupils. The alternative courses provided—should, further, lead to the School-Leaving, Matriculation, or University Entrance Certificate of the same market value as the present course, so that those obtaining it on satisfactory completion of their chosen course might have the same status in the world at large. It should be possible, by suitable readjustments of the new type secondary school courses, to enable pupils completing their course, if they chose to do so, to proceed straight to institutions of advanced study of their respective subjects and to obtain the university degree in them. The new-type secondary (or, preferably post-primary) school suggested above should also leave it open to pupils who have chosen a particular course to turn back from it if they find it unsuitable and to take to another if they chose to do so. In a word, alternative courses of secondary education both literary and vocational, should be provided with perfect freedom to pupils to choose from them and turn back from any they have chosen if it is found on trial to be unsuitable. We live in an age of educational freedom. Any scheme of educational reconstruction

should therefore provide freedom to pupils to change from one course to another.

Further, it requires to be noted that the alternative vocational courses provided in the secondary school should not be purely vocational. They should all be both cultural and vocational, requiring half the time each day to be assigned to cultural subjects and half to vocational subjects. We cannot afford to omit the teaching of cultural subjects altogether from any scheme of reconstruction of secondary education. It must certainly remain, but it should not monopolise the whole of the school time as it generally does now. It should allow for equal attention to the practical and vocational needs of other pupils in the school whose number is increasing from day to day.

Lastly, it has also to be borne in mind that with the introduction of alternative vocational courses in schools, adequate arrangements will have to be made for the supply of qualified teachers, inspectors, and examiners of vocational subjects and for the administration of the vocational branch of the Departments of Public Instruction.

REORGANISATION OF AIMS AT THE VARIOUS STAGES OF EDUCATION *

BY

MR. N. KUPPUSWAMY AIYENGAR,

Training College, Trivandrum

The Government of India circular on 'Educational Reconstruction' is a remarkable document. It abounds in statements that no scientific students of education can accept. In ten minutes, I can but confine myself to only one such statement, *viz.*, the declared aim of education. The resolution of the Universities Conference :—" A practical solution of the problem of unemployment can *only* be found in a radical readjustment of the present system of education in schools, in such a way that a larger number of pupils would be diverted either to occupations or to separate vocational institutions." reminds me of Goethe's lines,

" Mistakes may be made by the wisest in the land
When they undertake to clear what they do not understand."

This remedy for unemployment is like prescribing 'Bleeding' for Tuberculosis. This is a remedy that had been tried and found wanting in all the Western countries. Should we not learn from these examples? Should we always remain a second hand copy of what England was fifty years before ? I am not against covering the whole of India, if you like, with technical schools. It is useful and necessary, but I object to calling it Educational Reconstruction or a remedy for unemployment. The best brains of the world no longer consider that Vocational education is a remedy against unemployment, whether of the educated or uneducated, nor is the diversion of pupils to vocational schools at an early age considered the best thing either for the pupil or for society.

This conception of education as something intended to make a man earn his living arose in the nineteenth century and was intended to pacify and win over the poor intelligentia of the country to the side of

*A paper read at the 12th All-India Educational Conference, Gwalior—(Symposia on Reorganisation of Secondary Education in India).

the governing classes. It was considered an inferior kind of education good enough for these classes. Years ago Ruskin warned the working classes of England against this conception. You know the result of this policy—Europe is fast becoming two armed camps—Fascists and Communists.

The very efficiency of technical education replacing unskilled men by machines, continuously throws out of employment a large number of both unskilled and skilled workmen. All this talk about literary and mechanical aptitude is a psychology of wish-fulfilment. It has no scientific basis to stand upon. And what is more important, no psychologists of standing claims that he has discovered a satisfactory method of detecting these aptitudes at an early age, at the end of the shortened secondary course.

Dr. Lorge of the Columbia University writes in *Teachers' College Record* :—

" Vocational guidance is in danger of making a virtue of Charlatanism. If, in spite of proof of the impossibility of vocational guidance, counsellors continue to concoct—undemonstrable predictions and continue to claim an impossible Panacea for youths' maladjustment, and continue to pretend to wonderful knowledge, they will be Charlatans —Charlatans no less than phrenologists who will claim to read character : charlatans no less than physiognomists who discover potential criminals. Vocational guidance based upon whatever analysis, tests, hunches and records that are part of current stock-in-trade of the vocational counsellor is no better."

Therefore, so long as huge rewards in the form of emoluments or honours go to the University Graduate, any attempt to divert pupils at an early age to vocations would be rightly considered as an attempt to keep the highly paid Government service as a preserve for the never-do-well sons of influential men.

Even now, undoubtedly, there is a lot of unemployment among the technically trained men. We do not hear of them much because they are generally poor and uninfluential. We hear a good deal of this among graduates because they are either rich and influential or compete with the rich and influential for the plums of office. Professor Saiyidain of Aligarh tells us that in the United Provinces the technical schools are not being utilised effectively because students trained in them do not find scope for the exercises of their technical skills. This is so in all parts of India as far as I know.

The pupils seem to understand the position better than the teachers. Last May, I happened to overhear a conversation among pupils after an enthusiastic lecture on the 'Need for vocational Education,' delivered at the South Indian Educational Conference. They were saying,

"What rot are they taking? We do not want vocational educations from them. Let them show us or create the vocation in which we could be employed. We can find the required training in spite of them if need be. Two years ago there were practically no motor cars in Salem. No one knew anything about car driving or motor mechanism. Now buses are running everywhere and every other man knows how to drive a car and some of them are good mechanics too. No school taught them."

From the point of removing unemployment in India, finding out or creating occupations in which our youths can be employed, is the first thing to be done. The second is to employ more men, reduce the amount of work for each and distribute the available money more equitably among all. *The first is being done by every country in the world except India.* The second is being attempted by President Roosevelt in America. And this finding or creating occupations for the unemployed and the distribution of the available wealth in a more equitable manner are essentially economic and social problems. We, teachers, in the words of a writer in *The Year book of Education, 1936,* should emphatically declare clearly and unmistakably that the solution of this problem is impossible within the compass of any Educational measures. Education should decline to be saddled with the odium which may be called forth by the break down of impossible experiments. The lay world has still some belief in the principles of old China—"Hang the teacher, if the pupil commits murder." The politician naturally takes advantage of this view of the populace and tries to throw the blame and the responsiblity on the teacher.

In the pleasure of seeing that our own sphere of activities are enlarged, we, teachers, are likely to lose sight of the gravity of the whole position. If we succumb to the temptation and accept this aim, we shall be doing a disservice to our country. To put in a report that millions of pupils are engaged in learning a trade may form a minute's pleasant reading. We may even take comfort from such a state of affairs. "An institutional camouflage might be mistaken for progress and the attempt to find solution for the social and economic problem would thereby have been shelved."

We complain that we are not much respected as our predecessors in office—the old Gurus. We forget that they neither taught for money

nor to make their pupils earn money. But we do nothing else. We have not been true to our profession. We have allowed the politicians to boss over us too long and too much. The whole nation is now paying for this folly. Unless we make up and produce, not wage or salary earners, but really educated men and women, the world will soon revert to the law of the jungle.

> " Where he may take who has the power,
> And he may keep who can."

Who is this educated man that can prevent this and whom it is the function of education to produce ?

I do not say that he must be unable to earn his living. Neither do I say that he who can earn his living is an educated man. Earning one's livelihood is irrelevent from the point of view of education. But I do say, with all the emphasis I can command, that the man who is not satisfied with a salary or income ten times the average individual income of the nation is essentially an uneducated man ; and he who wants a hundred times and thousand times the income, is worse, is a barbarian in the truest sense of the word.

The teacher is a product of evolution. In all climes and in every community, we could distinguish two types of peoples—those who toil and save, and those who wish to rob or cheat them of the results of their toil. But among both these classes there were always some pacifically disposed who hated these quarrels, who would bring man and man together, though they themselves might suffer in the attempt. They stood by the robber type, the king or the military man, in the form of a 'medicine man, the wise-man, the priest, the learned man, the lawyer or the minister,' and educated him to moderate the robbery. He stood by the toiler and consoled him, if nothing else was available, with the tales of the world to come. In both cases, he was a disinterested adviser. The old teacher was not a hireling paid to do his master's bidding. Disinterested honest service is the motto of an educated man. You will see, that is the idea that comes uppermost in your mind when you begin to think of the difference between an educated and an uneducated man. We freely say, " I don't expect this or that of an educated man ." What do we mean ? We do not mean that he ought to earn a hundred rupees, two hundred rupees, five thousand rupees, etc., a month. What we mean is, that we expect a certain standard of conduct in an educated man :—tolerance, sympathy, a sense of real value, etc.

I know I would be told that it is old fashioned and utopian. No doubt it will be considered old fashioned so long as the 'educated' classes have no other ideal except to get the largest pay with the least amount of work. If the educated classes do not give up this recently got ideal, if the educated classes would not accept a standard of salary and income which is not much above the average income of the nation, no educational reconstruction would save us from disaster. Fascism or the worst form of Bolshevism would be the result. So, *our aim in education should be to facilitate this change in our ideals.* This change cannot be brought about by any one type of education, vocational, or liberal, manual or intellectual.

As early as 1652, Terrard Winstanly taught that there should be no special class of children brought up to book learning only. "For, then, through idleness, they spend their time to find out policies to advance themselves to be lords and masters over their labouring brethren, which occasions all trouble in the world. Therefore it is necessary and profitable for the commonwealth that all children be trained to labour and to learning."

Again, from the point of view of education for a democracy, it is realised that "No system of education can be satisfactory if one section of pupils is to lead, even subconsciously, to assume an air of superiority over other sections." Pupils should be kept together in the same kind of institution as long as possible. Lord Percy, in his book, 'Education at the Cross-roads,' pleads for such a kind of reconstruction. So far, from saying that the University should not control the education in the schools, Lord Percy wants the Universities to take up full control over all kinds of education. He says :—

"Every school is to regard itself as preparing its pupils for a higher stage of education ; every institution of higher education is to regard itself as setting a standard for the schools below it ; every pupil is to regard himself as persuing a connected course of studies which will if he so desires, carry him from childhood to manhood."

He goes on to say that all forms of vocational institutions should form part of the University. At no stage they should be considered separate institutions that are supposed to cater to the needs of those who cannot enter the Universities.

In any scheme of education, the old dualism of culture versus utility, vocational versus liberal education, must be given up. Literary

and scientific studies, and the practical pursuits should occupy parallel positions in the whole scheme of education from the Elementary school through the Secondary school, to the end of the University course. A Collector or a Clerk will be a better collector or a better clerk if he has been made to do a bit of spade or wood work when he was at school.

It is only this kind of educational reconstruction that can keep out any form of undesirable 'Bolshevism' and form enduring foundations for future progress.

What should be the curriculum at each stage and how it should be worked so as to produce the kind of educated man I have described here, are questions that have to be dealt with separately.

EDUCATIONAL REORGANISATION IN H. E. H. THE NIZAM'S DOMINIONS *

BY

MR. S. ALI AKBAR, M.A. (CANTAB.)

During the last ten years, H.E.H. the Nizam's Government have taken steps to improve the educational system of the State by introducing vocational training in the various schools, especially Middle Schools. At the same time, realising that a good grounding in general education is necessary for any form of vocational training, they have liberally extended the facilities for Primary, Secondary and University education, so much so that the educational expenditure during this period has increased from Rs. 70 lakhs to over a crore.

In November, 1934, in his presidential address at the Hyderabad Teachers' Annual Conference, the late Dr. A. H. Mackenzie drew attention to the need for a radical change in the educational system of the State. The scheme which he outlined in his address was similar to that proposed by the Government of the United Provinces. The Government of H.E.H. the Nizam lost no time in appointing a Committee to consider this question. The proposals made by the late Dr. Mackenzie and Mr. Fazl Mohamed Khan, Director of Public Instruction, and approved by the other members of the Committee have now been finally sanctioned. The leading features of the new scheme are as follows :—

Reorganisation of Courses.—Existing courses and their length.

Primary Classes I to IV—4 years.
Middle Classes V to VII—3 years.
High Classes VIII to X—3 years.
University Classes XI to XIV—4 years.

Proposed courses and their length.

Primary Classes I to V—5 years.
Secondary Classes VI to IX—4 years.
Higher Classes X to XII—3 years.
University Classes XIII to XV—3 years.

Each stage is to have a definite objective. The Primary stage will aim at giving that minimum amount of knowledge which every child should possess. Besides providing a sound general education, the Secon-

---

*Speech delivered at the All-India Educational Conference, Gwalior.

dary course will have a bias towards manual training in Urban schools and towards Agriculture in Rural Schools, while the High School course will have diversified courses in Arts and Science, Agriculture, and Commerce for pupils of varying aptitudes. There will be two school examinations, one at the end of the secondary stage and one at the end of the High School stage. A Board of Education with representatives of the University, the Education Department and the public, is to be set up for the control and supervision of Secondary and High School education.

It has been said that the problem of unemployment among the educated classes cannot be solved by merely reorganising the educational system. There is no doubt that this is an economic, rather than an educational problem. But is it worth while to consider the need for educational reconstruction apart from the unemployment problem? It cannot be denied that there is much wastage in our High Schools at present. This wastage is due to the existing uniformity of the High School course which is dominated by the requirements of University education. Under the scheme recently sanctioned by H. E. H. the Nizam's Government, the curriculum will be rendered more elastic with different courses of study for pupils with an academic bent and those who wish to pursue higher professional studies or to enter on a practical career after the completion of the High School course. At the same time, the courses of study in the Primary and Secondary Schools in the rural areas will be brought more into harmony with rural conditions. Another important advantage of the scheme is that it will undoubtedly raise the standard of admission to the University, the need for which is generally recognised.

In view of the above-mentioned features of the new scheme, I think that it is likely to prove to be an improvement on the present system of education provided that the existing facilities for higher education are not curtailed. For the success of the proposed vocational courses, the need for widening the range of occupations by means of a carefully-considered plan of economic development cannot be denied. But even under the existing social and economic conditions, the vocational courses are lkiely to be useful if they are subordinated to cultural aims and correlated with the elements of general education. The courses of study in Commerce, Industry and Agriculture should not be simply vocational, but should be of a cultural character with syllabuses adapted to the aims of the course. For example, the industrial course should include a course in economic history, geography and in the applications of pure science to industry.

REORGANISATION OF SECONDARY EDUCATION

A Scheme suggested by the Headmasters' Association, Madras

PART I.

WHY RE-ORGANISATION IS NECESSARY?

1. There is at present only one type of Secondary Schools in the Presidency—the literary type. Even the Higher Elementary Schools are following the syllabuses for the Secondary Schools. As the Hartog report says 'All sections of the community with their different occupations, traditions and outlook, and with their different ambitions and aptitudes have little, if any, choice of the type of school to which they will send their children.'

2. The requirements of the University dominates the Secondary School Course, though only a small percentage of pupils will ever enter the University.

3. There is undoubtedly need for different types of courses and different types of schools in the Post Primary Stage. In the High Schools,,at present, there are many boys who are struggling unsuccessfully with a literary type of education, who would probably do much better in courses with a practical bias. Industrial, Agricultural, or Commercial Pre-Vocational courses, would not only give chances to such boys to use and develop their talents, but also would help to bring the schools into closer touch with the needs of the society. (It may be said that these courses would lead to unemployment of another kind. Nevertheless, even an unemployed man who has been trained to use his hands and whose natural talents have had a fair chance to develop, would be better than the unemployed product of the traditional type of school).

4. There are complaints from the University and from employers that the standard of attainments of the present S.S.L.C. student is very low and that therfore the system should be reorganised.

5. There are complaints that the Secondary School Course is not long enough and that pupils are entering the colleges too early.

6. There is a general dissatisfaction regarding the present S.S.L.C. scheme which needs revising in any case.

Part II.

CONCLUSIONS AS TO POLICY

The fundamental disease from which our Secondary Education is suffering is its deadly uniformity. All our students follow practically the same rut. We consider therefore that there is urgent need that provision be made for variety in school courses both within the individual school and between school and school. Only so can we produce a generation of students ready and able to exploit all the possibilities of development which the life of this country affords.

To this end we consider that the major reforms needed are:—

1. Provision should be made for variety in the early stages of the Post-Primary Course (the present Forms I-III of the Secondary School or Classes VI-VIII of the Higher Elementary School) to meet the needs of different types of children. At present, the Higher Elementary Course tends to be almost identical with the Lower Secondary Course.

2. Handicrafts should be introduced from the beginning of the Lower Secondary Department and Higher Elementary Department and should continue to the end of the pupil's career. Only so can we inculcate in our pupils a creative attitude to life as distinct from the imitative attitude which a pre-dominantly literary education produces in so large a proportion of our students.

3. The School Leaving Certificate Examination should be a Schoosl Examination and should not be dependent on University requirements.

4. The Scheme for the Leaving Certificate Examination should be so framed as to permit of considerable variety in the curriculum both within the school and between one school and another (A scheme of this type is suggested below).

5. We consider that in this Province there is urgent need to consider the possibility of Decentralisation. We suggest that regional boards be set up which could study the actual needs of the areas concerned and guide the development of education with a view to the varied needs of the students and also organise and conduct the S.S.L.C. Examination for that area.

PART III

A POSSIBLE SCHEME

PRE-SCHOOL............Kindergarton

PRIMARY SCHOOLS, 5 Classes.....(Age 6-11)

POST PRIMARY SCHOOLS

Senior Schools (3 Classes) — Middle Schools (4 Classes)

Trade Schools (of various types)

High Schools (2 Classes)

Technical Institute — Higher Certificate Class (One Class)

University

I. PRIMARY SCHOOLS (AGE 6-11) FIVE CLASSES

The Term "Primary" is more suitable in many ways, than "Elementary." The aim of these schools should be to provide the minimum of general education and training required to ensure permanent literacy. These schools may be complete in themselves or be parts of schools with Post Primary Departments.

II. POST PRIMARY SCHOOLS

These may be of different types and of different lengths of courses.

A. *Senior Schools*: Three Classes:—

These should correspond to the present Higher Elementary Classes. The curriculum however should be recast, giving a liberal education with a practical bias. The majority of the pupils who pass through these schools should end their school course at the end of this stage.

B. *Secondary Schools.*—The Secondary Schools should consist of three stages:—

MIDDLE SCHOOL EXAMINATION

(a) *The Middle School* (Four Classes).—This should correspond to the present Forms I-IV. The syllabuses should be drawn up so that the work of Forms I to IV constitutes a unity. The subjects taught

should be in the main as at present, but handwork should be made compulsory for all schools, the syllabuses in all subjects should be made more practical, the method of teaching should be greatly improved, and scope should be left for variety between school and school. If simpler forms of handwork such as card board modelling, book binding, lino-cuts, leather work, basketry, fretwork are introduced all the schools will be able to run hand-work classes without much financial strain.

(Transfer from the senior school to the Middle School should be possible only with a loss of at least one year for the pupil).

It has been said by several eminent educationists that one of the chief reasons for the fall in the High School standard, is that many pupils who are unfit for the High School Course, are allowed to pass from the Middle Schools to the High Schools. The remedy suggested by some is a Public Examination at the end of the Middle School. The dangers and disadvantages of an external examination are so great even at the higher stages, that we consider it *highly undesirable* to have a Public Examination at this stage. We are however of opinion that a school examination conducted on the lines of "The Examination for National Certificates" (England) would ensure the minimum standard of attainments required, without the drawbacks of a Public Examination.

(*The Examination for National Certificates.* The schools set their own examination papers and submit them to a Board of Assessors. This Board has power to alter up to 40% of the question set. The papers are worked and marked in the schools, and the list of marks and the scripts are then sent to the Assessors for revision with a view to securing a common minimum standard. In awarding the certificates, account is taken of the marks obtained throughout the courses. 30% of the marks are given for the year's work and 70% for the examination).

(b) *The High School Stage* (Two Classes).—This stage should correspond to the present forms V and VI. To meet the needs of varying types of pupils, the courses of study at this stage should consist of two main parts :—

(I) *Compulsory subjects* :—English, Vernacular, and Elementary Mathematics.

(II) *Optional subjects* (to be arranged in two groups).—The classification of subjects into 'A' group (mainly Scientific and Practical)

and 'B' group (mainly literary and artistic) means that according to their bent, students will be able to pursue either a scientific or a literary course in the main but still gain some insight into one belonging to the other group.

A pupil should take *three subjects, two* from one and *one* from the other. Some such classification as follows is suggested :—

'A'	'B'
1. Algebra and Geometry.	1. History of England and India (similar to 'C' History of 1929).
2. General Science.	2. Outlines of History (similar to 'A' Group History, lightened, but including a back ground of World History).
3. Physics.	3. One of the following Languages: (not already taken as a compulsory subject). (a) Classical: Greek, Latin, Hebrew, Sanskrit, Persian, Arabic. (b) Foreign: French, German. (c) Indian Vernaculars: Tamil, Telugu, Malayalam, Kanarese, Oriya, Hindi, Urdu, Mahratti, Burmese, Sinhalese.
4. Chemistry.	4. Geography.
5. Botany.	5. Elementary Economics.
6. Physiology.	6. Civics.
7. Geology.	7. Music (European)
8. Domestic Science.	8. Music (Indian).
9. Agriculture.	9. Needle Craft.
10. Horticulture.	10. Applied Art.
11. Practical Telegraphy.	11. Commercial Practice.
12. Technology.	12. Book-Keeping.
13. Elementary Mechanical Engineering.	13. Shorthand and Typewriting.

Any other suitable subject may be added to this list.

The present syllabus in each subject should be carefully revised. General Science has been included as one of the optional subjects in Group 'A'. This is chiefly for the sake of pupils who take two optional subjects from Group 'B'. Similarly "Outlines of History' is included in Group 'B'. The syllabus for this should be something like

that of 'The Outlines of History' in the 1929 scheme but including a backgruond of "World History". (This is not too ambitious, because simple books on World History are now available).

The above scheme provides enough scope for the pupils to choose subjects according to their aptitudes, and at the same time provides for the study of general knowledge subjects. It also gives scope for the development of different types of Secondary Schools, with different kinds of bias, according to the local conditions and requirements. It is possible for instance to provide (a) General Academic Courses, suitable for pupils who wish to go to the University. (A few possible combinations are as follows:—Mathematics, Physics and Outlines of History or Geography, Chemistry, Botany and Civics).

(b) Courses with Agricultural, Industrial or Commercial bias by arranging suitable combinations of subjects. Courses with Agricultural or technical bias are, however not to be of a specialised vocational character. They should aim at giving training of a general character, "designed to develop skill of hand and eye, cultivate practical aptitudes, and prepare boys for and predispose them towards agricultural or Industrial life."

The objection may be raised that the scheme does not provide a sufficient bacground of general knowledge for all students. Any school which wishes to concentrate on providing such a background may choose:—

A. 2. General Science.
B. 1 or B. 2 History.
B. 4. Geography.

It is important to realise however that 'General Knowledge' is not a 'subject' and any attempt to frame an adequate syllabus is found impracticable and only leads to 'cramming.'

We cannot teach our boys to learn something of everything in the brief period of their school course. If we succeed in our main duty of teaching them *how to learn* they will themselves be continually adding to their knowledge both in school and afterwards by general reading. The Class Library System should be a very valuable aid here.

The above scheme is lighter than the present S.S.L.C. Course for two reasons:—

(a) There are only six subjects for study compared to the seven in the 1929 scheme.

(b) The S.S.L.C. Examination will be on portions taught over two years and not three years as in the 1929 scheme.

THE S.S.L.C. EXAMINATION.

(1) It is essential that the S.S.L.C. Examination should be free from the conditions attaching to Matriculation, so that it may serve its primary purpose, as essentially a school Examination providing an appropriate test of work done in the High School. This is a conclusion which is reached in most of the countries, where the struggle between the school certificate examination and the Matriculation examination has been going on. (See " The School Certificate Examination. H. M. Stationery).

(2) As the number of pupils who appear in the S.S.L.C. Examination is far too large, it is desirable, for the sake of efficiency, as also for the sake of variety to divide the Presidency into four or five smaller areas, with separate S. S. L. C. Boards to conduct the examinations. If this is done, it may be possible to introduce some of the methods used in other countries to make the examinations more reliable. (Ultimately, we should hope that the examination at the stage would take a form similar to the National Certificate Examination mentioned above. The less centralised the examination the greater the scope for variety and individuality among schools.)

(3) The S.S.L.C. Boards should set standards for passes and failures for the S.S.L.C. Examination. (Though in principle there are no pasess and failures in the present S.S.L.C. Examination, the eligibility list of the University has come to be the list for passes and failures).

(4) The S.S.L.C. Examination should cease to be considered as the Entrance Examination for the University. It should however entitle a successful candidate to appear for Public Service Examination for the Subordinate Service.

(c) *The Higher School Certificate Examination.*—We suggest that a Higher School Certificate Course be provided in certain schools, for students who wish to continue their studies after passing the S.S.L.C. examination. The course should be for one year. The examination should be conducted by a Higher School Certificate Examination Board, consisting of representatives from the Government Education Department, the University and High Schools. This course would probably consist of English, Vernacular and three or four optional subjects. The

University would decide what combinations of subjects should be recognised and what standards of attainments should be required for entering the University. (The Higher School Certificate Examination might include subjects which are not recognised by the University).

III. THE UNIVERSITY COURSES

The pupils who qualify in the Higher Certificate Examination (Matriculation) should be eligible for admission into the Degree Courses in the Arts and Science Colleges, Engineering College, Agricultural College and Medical College. The pass B.A. and B.Sc. courses should be for three years, and Honours Courses for four years. These are however details to be worked out by the University. What concerns us is that the Intermediate Course should be split up and that the Junior Intermediate should become the Higher School Certificate Class (or Matriculation Class).

IV. TRADE SHOOLS AND TECHNICAL INSTITUTES

(As far as possible, these should be largely, controlled and managed by Industrial and Commercial bodies).

A. *Trade Schools.*—Pupils who pass the Middle School Examination or the Senior School Examination should be eligible for admission into Trade Schools, which may be of various types.

B. *Technical Institutes.*—Pupils who pass the S.S.L.C. Examination should be eligible for admission into Technical Institutes.

It may be difficult to open mny such institutions within a short period. If a few are opened at important centres, they should run two or three batches of classes at different hours of the day, one set of students for instance would work from 8 to 12 noon. Another batch from 12-30 to 4-30. There might be an evening class for part-time students from 5 to 8 p.m. By some such arrangements a single institution could be made more widely available.

REORGANISATION OF SECONDARY EDUCATION

(Report of the Secondary Education Sub-Committee of the Madras Teachers' Guild.)

Objectives of Secondary Education.—The Committee considers the objectives of Secondary Education to be three-fold; (1) Social Civic Aim (pupil as a future Citizen), (2) Vocational Aim (pupil as a future worker), (3) Personality Aim (pupil with an individuality). These three objectives should, the committee feels, determine the courses, the school organisatoin, the method of instruction, the nature of equipment, the methods of testing, the attitude of the teacher, the manager and the authorities and the place of extra-curricular activities. The Committee considers it essential to guard against either an under-estimate or an over-estimate of any one of the three objectives, though the emphasis which one may place on them need not be equal or uniform.

Effect of this new concept of Secondary Education.—Re-organisation has become imperative so as to fit the pupil for life and to enable him to hold his own as a citizen, a worker and a person. One important line that re-organisation has to follow is in respect of DIVERSION OF STUDENTS from the purely literary type to courses for which they may be fit. The time-honoured selective ideal of secondary education has to be modified so that the secondary school will not be exclusively a perparatory institution for the University. The future secondary school is to combine the present plan with the insistent demand for a vocational training since the secondary school population is becoming a hetrogeneous group with wide range of individual differences. A wider diffusion of secondary education is still necessary in our province but in order to avoid the waste arising through ignoring the heterogeneous nature of the school population, a programme of diversified courses should be offered. It should be possible to devise a secondary education scheme with elements of liberal education alongside of vocational training. Selection by elimination which is the feature of the present wasteful system is to be replaced by *selection by differentiation* so that the Secondary School may give an adequate return.

Duration of the Secondary School Course.—The committee feels that any reduction of the present six year course is undesirable. In view of the increasing demands made upon secondary schools and also in view of the strategic position the secondary schools occupy in the

national well-being, the committee should suggest a period of 7 years. This end may be achieved by permitting secondary schools to take such of the pupils of elementary schools as intend to pursue secondary education at the age of 10 or the fifth standard stage. Students who do not intend to join the secondary school may be given facilities to improve their qualifications by joining the Senior or Central or Higher Elementary Schools. The committee feels that arguments against the taking away of one year from the University are very strong. Apart from the unnecessary dislocation in the University stage, this proposal of extending the high school course by one more year taken from the University may be meeting with stout opposition from the public when no substantial benefit can be expected.

Stage for Diversion.—The committee feels that the middle school stage should be common to all secondary school pupils. The course, the standard, the plan etc., may remain as at present. But it will be good if the mother-tongue should be the first language and English be the second language. Manual training, or Gardening or Domestic Training for girls should be compulsory. Diversion should be attempted after the middle school stage. Students who are keen on getting secondary education, but are now seen to be struggling with the traditional literary course, should be given a chance to choose a technical course along with liberal education so that they may be able to enter life and earn their bread. In addition to this the secondary school should have a liberal side for the sake of those students who intend to go to the University. All students whether on the technical side or liberal side, should undergo a course for three years and be given an opportunity to complete the secondary school certificate. *To make the diversion real and effective, it is necessary to make a clear distinction in the character of the courses after the middle school stage.* Mere provision of a few technical subjects may not go far enough since several of the students cannot cope with the higher standard in English and other cultural subjects. The standard in English for students of the technical side should be slightly lower than that for students on the liberal line, and they should, on the whole, be given plenty of time for acquiring a decent standard in the technical subjects. As for the students in the liberal section, the scheme should give a training suitable for the University course or for a useful and effective work in public life. Mother-tongue must be the compulsory medium of instruction and examination in all non-language subjects. But, in the interests of the students themselves, English should be the first language at the High Schol stage. The committee feels that there should be no public examination at the middle school stage.

The committee feels that the course for High School stage for students who may not choose to go to the University and who may be anxious to enter life on leaving school, should comprise (1) a compulsory group with English, Second language and general knowledge, and (2) an Optional group consisting of technical subjects like Shorthand, Typewriting, Book-Keeping, Printing, Weaving, Horticulture, Agriculture, Teacher-training, Photography, Electrical Engineering, Mechanical Engineering, Precis, Secretarial Work, Salesmanship, Banking, etc. The committee would like to indicate the general scope of the course by stating that about a third of the available time in the time-table may be taken up by the compulsory group, and that the rest of the time be devoted to 2 or 3 vocational subjects along with practical work in the Workshop or in the field as the case may be. As for the students who are keen on pursuing a liberal course, they will do under compulsory group, English, Second Language and Elementary Mathematics. They will have to choose three from among a number of optional subjects in any one of the three sections into which the optional group is divided as indicated in the recommendations. The Scheme intended for the liberal side, will, on the whole, give ample scope for a general acquaintance with general knowledge subjects and at the same time ensure good preparation for the University course or technological institutes.

Examination.—The committee is strongly of opinion that diversion will be possible and effective only when the technical and the liberal sides of the proposed secondary education are made to stand on the same footing in the life of the school. A public external examination either for the whole Presidency or for different linguistic areas will prove detrimental. Advocates of the public *examination* are no doubt very many. But they have yet to make out a good case. The evils of an external examination are admitted, and the reason for still adhering to the much-condemned examination is not obvious. It may not be possible to have a satisfactory system of public examination for students on the technical side. A system cannot be considered sound when a good number of students are declared year after year a failure. It is essential that special attention should be given to the *school record* and that every diligent student should be enabled to earn a completed school leaving sertificate by satisfying the Headmaster that his conduct and progress have been satisfactory. The one argument that is ostensibly advanced in favour of examination is that the work of judging should be made for the Universities and the employers. Now that a separate examination is conducted by the Madras Service Commission for recruitment to public service, it is unnecessary for the school leaving examination to continue on that account. The Universities con-

stantly speak of a separate entrance examination, and it is in the interest of schools that the domination of the University should be avoided. A natural and healthy principle will be introduced if the completed certificate holders alone be permitted to sit for entrance or public service examination or to join technical institutes and training institutions. Even now a place in the eligible list does not entitle any one to get admission as a matter of course, and it is desirable that the teaching profession should express its opinion definitely against an external public examination. This suggestion does not mean that the school is prevented from having suitable tests to keep up a high standard. The school record will give a much better estimate of the pupil and it should be the duty of the profession to create the impression that the opinion of the school can always be relied upon. The University may not choose to have an entrance examination of its own if an impression be created that there is no room for abuses of any kind and that schools are able to realise their responsibilities.

Finance.—The existing provision in the Budget for secondary education is admitted to be very inadequate, and the conditions of service and the nature of equipment in aided as well as Board schools leave great room for improvement. No re-organisation can be thought of unless the financing of secondary education is considered in a proper manner. The introduction of technical courses should mean considerable capital expenditure and also recurring expenditure. It may be a necessary measure of economy for the time being to make the existing secondary schools serve the different purposes of secondary education. Even then a substantial addition to the existing provision is necessary, and the policy under the grant-in-aid code will have to be reconsidered without delay. It is for the consideration of the Government whether the necessity for meeting the net cost has not arisen. While the Government is required to contribute more towards the expenditure on Secondary education, the committee feels that the Department should have ample powers for determining the nature of the courses to be offered in different schools and for co-ordinating the activities and the conditions of service of teachers in different schools in each district. The District Secondary Education Board may be invested with real powers to advise the Department effectively in regard to co-ordination and recognition. In the absence of such co-ordination by the Central Authority, there will be considerable overlapping, leading to unnecessary competition. Just now Technical schools may not be started in large numbers and the public has also to be educated. The reorganisation proposed by the sub-committee does not compel any Secondary School to drop any of its present

courses, not does it seek to close any school which does not start technical courses. All that the scheme seeks to do is to widen the scope of secondary education so that schools which consider it worthwhile to provide an education for a changing world, may go forward and thus solve the problem.

Vacation Courses.—The re-organisation proposed by the sub-committee takes due note of the existing framework and adopts after all a conservative attitude so that dislocation may be avoided. It is likely that a number of teachers will be required for teaching technical subjects. It may not be possible to get technically trained teachers of the proper type all at one time. The possibility of a good number of young and competent teachers being thrown out of employment in the event of organisation of the technical side should also be kept in view. As was done in other countries, it would be wise policy to provide facilities for vacation courses so as to induce young teachers to acquire the necessary training. The Training Colleges also should run for some years technical courses so as to ensure a supply of teachers qualified to give instruction. Such a policy will be an effective means of passing through the period of transition.

Future.—The question whether a secondary school will in the distant future become an exclusively technical school or an exclusively literary school or a composite school running both courses side by side, will depend upon a number of factors including local conditions. What is needed is that a distinct but bold step should be taken immediately.

RECOMMENDATIONS

The Committee is of opinion :—

1. That secondary education should have as its objectives (a) the Social Civic Aim (pupil as a future citizen), (b) Vocational Aim (pupil as a fture worker), and (c) Personality Aim (pupil with individuality).

2. That re-organisation of Secondary Education has become imperative in order to fit the pupil for life and to enable him to hold his own as a citizen, a worker and a person.

3. That the future secondary school should combine the present practice with the demand for a vocational training, since the traditional literary type is found to be wasteful and unsatisfactory.

4. That selection by elimination which is the feature of the present system is to be replaced by selection by differentiation.

5. That it may be necessary and desirable to extend the secondary school course to seven years and that the extra year may with advantage be obtained by permitting the secondary schools to admit boys from elementary schools at the age of 10 or fifth standard stage.

6. That the extension of High School course by one year taken from the Universities is of doubtful value and is likely to meet with opposition from different quarters for financial reasons.

7. That, in view of the heterogeneous nature of the secondary school population and in view of the need for a wider diffusion of secondary education in our Province, the existing secondary school be utilised as far as possible and that diversion of students to courses for which they are fit should be attempted at the end of the Middle school stage.

8. That the Middle school stage should be common to all, and that the High School stage should branch dichotomously so that our secondary education will have a technical side as well as a liberal side extending to three years.

9. That the technical side of the High School course should provide for some liberal education and that sufficient time should be available to enable the pupil to acquire a decent standard in the selected technical courses under the Optional group.

10. That the liberal side of the High School course should comprise a compulsory group and an optional group and that it should be possible for every pupil to get a fairly good acquaintance with subjects of modern interest, while getting a good preparation for the University.

11. That the Mother-tongue be the medium of instruction and examination in all non-language subjects throughout the secondary school course and that the mother-tongue should be the first language in the Middle School stage, English being the first language at the High school stage.

12. That due regard be paid to the heterogeneous nature of the secondary school pupils and that the standard expected in English and general knowledge subjects from students of the technical section be slightly lower than that of students of the liberal section.

13. That there should be no public examination at the Middle school stage and that, in view of the serious defects of an external public examination, it is desirable that students whose progress is certified to be satisfactory by the Headmaster, should be given a completed

School leaving certificate which should entitle them to appear for any service or entrance examination or to join training and technological institutions.

14. That the existing provision in the Budget for Secondary Education is :—

(a) very inadequate and that no idea of re-organisation can even be entertained unless the financing of secondary education is considered in a generous spirit,

(b) That it will be necessary for the Government to meet the net cost and that the Department should have ample powers to co-ordinate the programme of studies in schools in any centre so as to avoid overlapping and waste.

(c) That steps should be taken to improve the conditions of service of teachers in secondary schools and that standardised scales of salaries fixed by a representative committee be introduced in aided-schools.

15. That with a view to get qualified teachers immediately to work in the re-organised schools, vacation courses be organised so as to induce teachers to acquire additional qualifications and thus fit themselves for new lines of work and that the Training Colleges do provide special technical courses for keeping up an adequate supply of qualified trained teachers.

16. That the following be the Scheme for the High School Course :—

(a) *Technical Side* :—Compulsory Group—English, Mother-tongue or second language, General knowledge subjects. Optional Group—any three of the following, subject to conditions, if any, with regard to grouping:—Shorthand, Typewriting, Precis, Co-operation, Book-keeping and Commercial Arithmetic, Banking, Office-Work, Mechanical Engineering, Electrical Engineering, Printing, Photography, Radio, Fine Arts, Music, Teacher training, etc.

(b) *Literary Side* :—Compulsory Group—English, Second Language and Elementary Mathematics. Optional Group—three from among the subjects in any one of the three sections as indicated below :—

(i) General Science and any two of the following :—History of England and India, Geography, a Third Language.

(ii) Outline of the World History and Geography and any two of the following :—Mathematics, Physics, Chemistry, Biology.

(iii) General Science or Outline of World History along with any two of the following:—Shorthand, Typewriting, Book-keeping and Commercial Arithmetic, Teacher training, Mechanical Engineering, Electrical Engineering, Agriculture, Horticulture, Photography, Journalism, Office-Work, Precis, etc.

17. That students of elementary schools who do not mean to join the secondary school be given further facilities in central schools with provision for instruction in cultural and vocational subjects.

18. That suitable provision for vocational training be made at all levels and that technological institutes be started in select centres for the students from High Schools to acquire a high proficiency if they choose to do so.

19. That the question of physical education should receive the attention it deserves and that steps should be taken to promote the health and physical fitness of pupils in secondary schools through provision of facilities for physical education and medical inspection.

PHYSICAL EDUCATION IN A SCHEME OF REORGANISED SECONDARY EDUCATION

(An Open Letter by a Physical Director.)

One who has been following the several proposals put forward for the re-organization of secondary education will no doubt agree that some thought is being given to this subject with some seriousness. But when such an organisation like the Madras Teachers' Guild puts down the question " What are the objectives of Secondary Education " as the 41st and last of a series of questions on the subject, when not even one of these 41 questions refers to extra-curricular activities like Scouting, Excursions, Sports and Games, Dramatics, etc., which are conceded to be necessary educational activities in schools and when the several other proposals too calmly ignore these extra-curricular activities as essential to a sound educational scheme, the question naturally arises as to whether a reorganisation on the sound lines is being worked out. Permit me, Sir, as one interested in sports and games, to offer a few comments in this connection.

Physical Training activities, sports and games are accepted the world over as activities which cannot be ignored in any educational system because of their *educational* values. Indeed *physical education is said to be education of the body and through the body* carried on through vigorous bodily activities. The importance of sports and games for discipline, team-spirit, sportsmanship, etc., cannot be challenged. And yet, in the several proposals for the reorganization of secondary education not one word is said about these activities !!!

The following questions arise :—

1. Should physical education activities have any place in the re-organized scheme of secondary education ? If so what ?

2. How much time should be devoted for these activities and when ?

3. Is any reduction in the syllabi of studies necessary to provide for the inclusion of physical education activities in the curriculum ?

4. Should physical education activities be included in the " A " group of the S.S.L.C. ?

5. Should success or failure in physical education activities be considered at the time of promotions ?

An expression of opinion on these topics will be of value at this juncture when talks of reorganisation of secondary education are going on apace. It seems to me that a reorganisation of secondary education cannot lose sight of the importance of physical education activities in the curriculum. A sound mind in a sound body is a good slogan. But its realization depends on the means adopted to secure the sound body. To the extent full scope is given to physical education activities to serve as educational activities, to that extent will education, primary, secondary or collegiate be enriched. It is hoped those responsible for education will not lose sight of this.

A PLATFORM OF PUBLIC EDUCATION BY LATE CHARLES W. ELLIOTT, PRESIDENT OF HARVARD

1. Enlist the interest of every pupil in every school in his daily tasks in order to get from him hard, persistent and enjoyed work.

2. Cultivate every hour in every child *the power to see and describe* accurately

3. Make the training of the senses a prime object every day.

4. Teach every child to draw, *model,* sing, or play a musical instrument and read music.

5. Make every child active, not passive; alert, not dwadling; led or piloted, not driven and always learning the value of co-operative discipline.

6. Teach groups of subjects together in their natural relations.

7. Put into all schools universal physical training for both boys and girls from 6 to 18 years of age.

8. Make sure that every pupil has a fair chance to learn the elements of agriculture. dietectics, cooking and hygiene, every boy the elements of some manual trade and every girl the domestic arts. The instruction in hygiene should include the defences of society against the diseases and degradations consequent upon ignorance, moral depravity, poverty and vice.

9. Make room for the new subjects and for increased instruction addressed to the individual pupil; reduce class work and the size of classes, lengthen the school day and shorten the Summer vacation.

10. Keep the atmosphere of every school and family charged with the master sentiments of love, hope and duty. Keep out both fear and selfishness.

(Exatracted from an American publication by Rev. L. L. Lorbear.)

I. L. O. AND SALARIED EMPLOYEES: WORKING CONDITIONS OF JOURNALISTS, TEACHERS AND CLERKS

(Contributed.)

It is now being recognised that, in all schemes of social reform, the intellectual worker should have as definite a place as has all along been assigned to the manual worker. Certain privileged categories of intellectual workers have long realised the need for creating strong and representative organisations of their own to conserve and improve the social position of their professions. Prominent illusrtations are the various Bar and Medical Councils, the Associations of Engineers, etc. But these classes do not by any means form the most numerous, or socially the most important section of intellectual workers; nor do they stand in need of much social protection. It is a truism that in the world of to-day, the teacher and the clerk are the representatives of the largest section of intellectual workers and that their conditions of life and work urgently call for improvement.

Unfortunately the necessary statistical material on which to base schemes of reforms has not always been readily available. Now, thanks to the International Labour Office, more or less detailed figures regarding the number of non-manual workers and the fluctuations that have taken place during recent years in different countries have been carefully got together, and were considered by the I.L.O. Committee on Salaried Employees which met at Geneva some six weeks back.

STATISTICS OF SALARIED EMPLOYEES

The figures of salaried employees compiled by the International Labour Office show that nearly everywhere the proportion of salaried employees to workers has steadily risen. In Australia it rose from 13 per cent before the war to 29 per cent to-day, in france from 27 to 33 per cent., in Germany from 27 to 37 per cent., and in Switzerland from 23 to 31 per cent. Another fact brought out by the figures is that the proportion of women among salaried employees has risen markedly since before the war In certain countries, however, it has fallen since 1920, while in others the tendency to increase has slackened. Among salaried employees the number of women per 100 men was, in France, 20 in 1906 and 54 in 1931; In Germany, 18 in 1907 and 44 in 1933; and in Switzerland, 47 in 1910 and 54 in 1930. The corresponding figures for some countries show a decline, e.g. Czechoslovakia, from 32 in 1921 to 28 in 1930; Hungary, from 47 in 1920 to 42 in 1930; and Norway, from 63 in 1920 to 61 in 1930.

In industrial countries non-manual workers now represent from 20 to 30 per cent of the occupied population. According to censuses taken since 1930, there were over 450,000 such workers in Austria, 172,600 in Chile, over 965,000 in Czechoslovakia, nearly 220,000 in Denmark, over 3,000,000 in France, over 5,500,000 in Germany, over 320,000 in Switzerland, and over 11,300,000 in the United States.

The Committee took note of these statistics and stated that as this was the first international comparative survey on the subject, it was of special importance to organisations of salaried employees. It noted the general tendencies indicated by the survey, which it regarded as confirmation of the growing importance of the category of non-manual workers, and considered that these facts should be taken into account in all social and economic measures which might in any way affect them. The Committee recommended that the International Labour Office should continue its studies of non-manual workers and should take steps to develop the

statistics in collaboration with the organisations concerned and the national statistical authorities.

NOTICE OF TERMINATION OF CONTRACTS

The Committee also studied the question of notice of termination of contracts in the light of the rules already observed in a certain number of countries. It pointed out the importance of this practice, which might do much, particularly in a period of economic depression to assist in reducing unemployment by making individual and collective dismissals subject to a number of conditions. The Committee unanimously expressed the wish that normal rules should be introduced in this respect in countries where they were not yet in existence. It requested the International Labour Office to follow closely the development of the question with a view to determining as soon as possible what principles could serve as a basis for international regulations. Such regulations should provide for a minimum period of notice to be given by the employer, which should be increased in accordance with the importance of the work performed or the remuneration therefor. The notice to be given by the employee should always be less than that to be given by the employer. The notice should be in writing. If the employment is terminated by the employer, the empolyee should receive a leaving grant based on the importance of the work performed and on length of service.

USE OF OFFICE MACHINERY

The International Labour Office had submitted to the Committee a report on the effects of the use of office machinery on conditions of work for staff. The Committee found that the development of mechanisation in offices had involved very appreciable changes in these conditions. While considering that technical progress should be encouraged, it held that steps should be taken to improve the standing of office employees and to protect them against some of the effects of mechanisation. To this end it suggested, among other things, the selection of office employees with a view to employing them on work for which they are naturally fitted, the study of the best methods of performing the work, the introduction of variety into the duties of employees in charge of machines, the application of motive power to the operation of most machines, the elimination of noise and vibration, any measures which will tend to prevent overstrain, and, above all, the reduction and better arrangement of hours of work. The Committee considered that these measures should be applied by means of legal regulations or through the general extension of the system of collective agreements to office employees.

PROTECTION OF HEALTH OF EMPLOYEES

The Committee also discussed the question of the protection of the health of employees. It noted that in many shops and offices, including warehouses and the premises of forwarding agents, the conditions of work of the staff were still very unsatisfactory from the point of view of health, comfort and safety. It thanked the International Labour Office for having drawn attention to the methods that should be used for bringing about the necessary improvements. It also held that all necessary measures should be taken for protecting staff employed in stalls outside shops and in kiosks and similar places of sale. Finally, it urged that inspectorate staffs should be adequate in strength and quality.

These resolutions of the Advisory Committee on Salaried Employees will be submitted to the Governing Body of the International Labour Office at its next session early in February.

WORLD NEWS

THE WORLD CONFERENCE IN TOKYO to be held August 2-7, 1937, arrests attention everywhere. In spite of the distance for travel and the frustration of the present-day world,—people show interest, a great deal of interest. Already more than six hundred persons are planning to attend. They recognize the significance of this great meeting and refuse to miss a part in it. Write to headquarters for uniformation in regard to tours. (1201, 16th Street, N. W, Washington, D.C., U.S.A.). Come if possible—the World Federation needs you!

INFORMATION ABOUT JAPAN : Write to headquarters for information of interest to visitors in Japan. Those who have not travelled in Japan before may welcome this information.

TEACHERS—BE HEARD: The World Federation, composed of teachers' organizations in all parts of the world, urges all of its members to take a firm stand for PEACE in this world crisis. Voice your opinions. Let your cry for peace be heard! The teachers of little children are potently aware of the outcome of war, particularly of a future war with all of its colossal terror.

IT CANNOT BE TOLERATED: Warnings were impossible. The hum of the city drowned out the noise of the approaching motors. Factory smoke obscured the upper air. The damage was done before anti-aircraft could be manned of take aim and then: "Two women killed while standing in a queue waiting for free milk......an undetermined number of children killed in their school building ......a woman standing, talking to her husband, slain as he watched......children in a park struck by sharpnel as their mothers sat near by......"

Taken from Bombing of Madrid, *Christian Science Monitor.*

BRUSSELS: A GREAT ACHIEVEMENT: This Congress, held in September, was attended by 4,000 delegates from some forty countries, representing great organizations with millions of members and belonging to almost every school of religious and political opinion. They came from all parts of the globe. The reaction of Viscount Cecile is encouraging. "I have rarely been more deeply moved than I was by the absolute determination of these delegates to overcome all sectional differences and to reach a real understanding as a basis for common action to prevent war."

PRESIDENT ROOSEVELT is declared "the most powerful factor for peace in the world to-day" by a prominent foreign policy commentator. At the moment he is concerned with peace in the western hemisphere. Some of his strong words spoken when addressing the Buenos Aires Conference merit reproduction here. "Each of us has learned the glories of independence. Let each of us learn the glories of interdependence."

CO-OPERATION OF RED CROSS: The World Federation and the Red Cross are working towards the same goal. The World Federation seeks to relieve suffering through education.....through knowledge.....when people understand the deception and futility of war, then perhaps they will refuse to tolerate it. The Red Cross is actually relieving suffering every day. It has saved millions of lives and brought hope to the despairing. It is fitting that these two great organizations should work side by side. Be sure to read the January number of WORLD EDUCATION in which the progress of the Junior Red Cross is featured.

NOTE: Plans are underway for a meeting of the Junior Red Cross representatives from the various nations at the Tokyo meeting of the World Federation. It is gratifying to see the interest shown by other international organizations in this Conference.

FROM OUR ASSOCIATIONS

SALEM DISTRICT TEACHERS' GUILD

AUDITOR'S REPORT FOR THE YEAR 1936

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1936. A Statement of Receipt and Charges is enclosed.

The year opened with a balance of Rs. 21-5-6. There were 19 Associations and one individual member at the beginning of the year. The Association that did not pay its subscription for 1934 and 1935 paid the same during the year. Eight Elementary Centre Teachers' Associations joined the District Guild during the year. At the end of the year there were 27 Associations and one individual member. Five Associations have not paid the current year's subscription and are in arrears.

The amount collected by way of subscriptions (arrears and current) from associations and individuals was Rs. 132-8-0. The total expenses including a sum of Rs. 20 collected from three Associations in 1934, towards the S.I.T.U. Silver Jubilee Fund, paid to the S.I.T.U., came to Rs. 94-12-9 leaving a balance of Rs. 59-0-9. All items of expenditure are supported by vouchers and are duly sanctioned.

Receipts.

	Rs.	A.	P.
Opening Balance	21	5	6
Subscription 1934	5	8	0
Do. 1935	4	0	0
Do. 1936	121	0	0
Individual Member Subscription	2	0	0
Total	153	13	6

Charges.

	Rs.	A.	P.
S.I.T.U. Annual Subscription	36	0	0
Do. Silver Jubilee Fund	20	0	0
Do. Education Week Donation	5	0	0
Subscription—*The Indian Journal of Education*	5	0	0
Do. *Balar Kalvi*	2	0	0
Printing, Binding, etc.	5	0	6
Travelling Expenses	3	8	0
Postage & M.O.C. (Rs. 22-8-3—Rs. 4-4-0)	18	4	3
Total	94	12	9
Closing Balance	59	0	9
Grand Total	153	13	6

KRISHNAGIRI,
4-1-1937

(Signed) R S. KRISHNAMOORTHI,
Auditor.

(True Copy)

K. S. CHENGALROYA AYYAR,
Joint Secretary.
Salem District Teachers' Guild.

KRISHNAGIRI,
4-1-1937.

TRICHINOPOLY DISTRICT TEACHERS' GUILD

At a meeting of the Managing Committee of the Trichy District Teachers' Guild with Mr. S. Krishnaswami Iyengar, M.A., L.T., as chairman the following resolutions were passed :—

1. This committee appeals to the Director of Public Instruction to incorporate in the M E. R. the following amendment:

A teacher in any recognised Educational Institution dragged to court for alleged un-professional conduct in the discharge of his or her work as a teacher or administrator within the premises of the Institution shall be entitled to be defended at the cost of his or her employer.

2. This committee appeals to the members of the Indian Legislative Assembly to so amend the I.P.C. as to include in it a provision that previous sanction of the Educational Department is necessary to prosecute any member of the Teaching profession serving in any recognised Educational Institution, for offences alleged to be committed in the discharge of his or her duties.

The above two resolutions were proposed by Mr. A. Dharmanathan Pillai and seconded by Mr. N. S. Narasimha Iyengar.

3. Proposed by Mr. V. S. Lakshminarasimhan and seconded by Mr. N. Natesa Iyer that :—

This committee appeals to the South India Teachers' Union Executive to cause the Vigilance committee to watch the now subjudice case of a student against some Teachers of the Trichy, National College High School to ascertain and investigate if professonal issues are involved in the case now in court.

4. Proposed by Mr. Santana Iyengar of Musiri and seconded by Mr. Lakshminarayana Sarma that :—This committee requests the Managing committee of the National College to be so good as to inform the Teachers' Guild whether any steps have been taken by them to defend the case against Mr P. S. Ganesa Sastri, the then Headmaster of the High School, and two other assistants in the discharge of their duties, in C. C. No. 10|1936 of the Court of the Assistant Collector and Second Class Magistrate at Trichinopoly. If no steps have been taken, it requests the authorities to give them the necessary administrative and financial protection.

5 This Committee recommends to the Teachers' Association all over the Presidency to send their contributions to the Secretary, Trichy District Teachers' Guild, Teppakulam earmarked "Trichy Teachers' Defence Fund", to be placed at the disposal of the South India Teachers' Union Vigilance Committee for such action as it might choose to recommend in the Trichy Teachers' case now in Court.

This Committee authorises the Secretary to communicate the above resolutions to the proper authorities and to the Press and do the necessary propaganda work.

ELEMENTARY EDUCATION REVISION

1. This Committee does not approve of the reasons adduced by the Government for the alleged wastage and stagnation in Elementary schools for the follow-

ing among other reasons: that the statistics given by the Government do not take note of all the facts of the situation.

2. This Committee views with disapproval the implied curtailment of the existing school services through single and plural teacher schools.

3. This Committee is of opinion that the efficiency of a school is not to be based on the number of standards or on the average roll or attendance but only on the good work turned out by the school.

4. This Committee thanks the Government for the increase in the rate of grants for the Higher Elementary and Secondary Grade trained teachers and requests them to also fix the rates of Grants to the Intermediate Secondary Grade Trained Teachers and to L.T's. in Elementary Schools.

5. This Committee recommends that for every five teachers serving in Elementary Schools there should be one extra teacher to provide for leisure and relief.

6. With reference to 1(c) re-assessment of Grant this Committee recommends that the number on rolls be 25 pupils and the number for average attendance be 18 pupils.

7. This Committee views with disapproval the proposed increase in the Inspectorate, and suggests instead the institution of a system of non-official visitors of schools from among the Educationists of the locality to serve as a link between the department and the school.

The Secretary is authorised to communicate the above resolutions to the proper authorities

S. T. RAMANUJA IYENGAR,
Secretary,
Trichy District Teachers' Guild.

THE SOUTH INDIA TEACHERS' UNION

PROPAGANDA TOUR IN THE CUDDAPAH DISTRICT

Mr. C. Ranganatha Aiyangar, M.A.,, L.T., of Gooty, a member of the Working Committee of the S.I.T.U. toured in the Cuddapah District for organisation of teachers' associations and for affiliating them to the S.I.T.U. He visited Rajampet, Cuddapah, Proddatur and Pulivendla from 6th to 9th instant and as a result of his talks to teachers in these places he was assured of early affiliation of the Teachers' Associations in the respective places, and of their active co-operation with the Provincial organization in the matter of subscribing to the South Indian Teacher and enrolment of membership to the Protection Fund.

There is also a proposal to organize a District Teachers' Guild for which, it is understood, a sub-committee has been constituted to draft the necessary rules and constitution of the Guild.

This is the first time that the S.I.T.U. has taken up this organization work in the Cuddapah District after 1924, and the visit of a member of the Working Committee has enlightened the teachers as to the need and urgency of their union and active co-operation with the Central Union.

The teachers evinced much interest in this affair; their common complaint is that the Cuddapah District was so long neglected from the range of activities of the South India Teachers' Union.

It is hoped that there will be a general awakening in the District as the outcome of the present visit.

RAMNAD DISTRICT SECONDARY EDUCATION BOARD

STRONG OBJECTION TO REDUCTION OF S.S.L.C. CENTRES

A meeting of the Ramnad District Secondary Education Board was held in Madura, on Monday the 11th instant, the Ramnad District Educational Officer being voted to the chair.

Mrs. Lazardo was elected as President of the Board; and Mr. N S.. Venkatarama Ayyar, M A., L.T., was elected as the Board's representative on the Madras Text-Book Committee.

Mr. N. S. Venkatarama Ayyar brought before the Board some of the resolutions approved of by the Ramnad District Teachers' Guild, and the Board adopted as its own the Guild's resolutions :—

(1) That the 5 years' rule in respect of change of text-books be reduced to 3 years; and

(2) That the cutting down of S.S L.C. centres should not be given effect to since both examinees and their parents would suffer inordinately, while the Government would gain little by the change.

His nominee was paid the benefit amount of Rs. 290 on 27-1-1937.

S. I. T. U. PROTECTION FUND

(LIST OF NAMES CONTINUED).

Reg. No.	1312	Mr.	T. Subramanyam, Assistant, Board High School, Tiruchengode.
„	1313	„	N. Subbaroyan, Manual Training Instructor, Board High School, Tiruchengode.
„	1314	„	A. Munuswamy, Assistant, Government Training School, Villupuram.
„	1315	„	V Rajagopala Iyer, Headmaster, Board High School, Erode.
„	1316	„	S. V. Purushothaman, Assistant, Christian College School, Madras.
„	1317	„	D. Narasimhachari, Assistant, Hindu Theological High School, Madras.
„	1318	„	S. Sivaramakrishna Iyer, Assistant, Bishop Heber High School, Trichinopoly.

OBITUARY

Mr. V. S. Gopala Iyengar, Reg. No. 218, Assistant Zamindar's High School, Kattuputhur, died on 14-1-1937.

His nominee was paid the benefit amount of Rs. 290 on 27-1-1937.

TEACHERS' BOOK-SHELF

Read, Laugh and Learn. Easy Senior Readers. Books II and III compiled by E.C.T. Horniblow, Hons. B.Sc. (Econ.), Publishers: The Grant Educational Co. Ltd., (London)., 3, Eagle Street, Southampton Row., W.C.1.

These two books have been prepared with suitable reading material for the children studying in the senior schools. The passages chosen all relate to complete stories brimful of humour. The title of the series is quite appropriate. These readers are designed to enable even the backward pupils whose reading attainment would be definitely subnormal to take a live interest in reading and thus in learning. At the end of each lesson, questions are given to test the pupil's understanding. The author has given very useful suggestions for teaching the more backward pupils, in the beginning of the book. They are the results of his experience. We commend this to the notice of teachers in our middle schools.

An Elementary Chemistry, Bishop and Locket. Publishers: Oxford University Press. Price not stated.

In their introduction the authors state that while the book was not planned to suit the requirements of any examination, they have covered the requirements of the school certificate and matriculation syllabuses of England. A perusal of the books show that it may be used with advantge as a text-book by pupils studying chemistry as an optional subject in the Madras S.S.L.C. scheme. The treatment is interesting and the authors have rightly appreciated the difficulties of young pupils learning chemistry. Full and complete instruction for practical work is also incorporated in the appropriate places. The introduction of a chapter on the gas laws and another on volumetric analysis is a welcome feature. It would be useful if a chapter on the 'Balanche' is included. The chapters on ' Atomic Theory and Periodic Classification' though not required by the S.S.L.C. syllabus should certainly be of great help to pupils. The book is well illustrated.

A Progressive Course in English. (*Senior*). Arranged and annotated by S. K. Devasikhamani, B.A., L.T., Published by the Modern Publishing House, Triplicane, Madras, Price. Rs 1-0-0.

The compiler of this reading book deserves to be congratulated for successfully bringing together passages which are fresh, animated and in harmony with the modern taste for adventure and speed, and passages from the great classics The preface to each lesson gives a short biographical account of the author and the notes and exercises are such as to develop the pupils powers of literary appreciation. A grammar scheme in accordance with the departmental syllabus has been followed.

A French Course for the Preparatory Form. By R. B. Liddle. Published by Messrs. Macmillan & Co. Price Rs. 1-8-0.

As the title itself suggests the book is intended for use in the lower forms especially for boys learning French. Some of the French primers which are in extant deal much about grammar and a large vocabulary which certainly over-

strains the nerves of young pupils. This book avoids too much of grammar but gives that essential knowledge of grammar needed for writing correct French. The various subjects treated in this book are common in everyday life. For example about la famille, Des Amis, La salle de classe, le forêt, Noël, L'Hiver etc. Short sentences, and small paragraphs are a feature, which is to be specially commended. The author has purposely used only the present tense throughout the book. The exercises which are given are easy and simple but enough. Some of the exercises are devoted to revision of grammar. The book is got up with proper illustrations which goes a long way to attract the young pupils for their study. Excellent is the word for this book and I have great pleasure in recommending this book to one and all of our schools where French is taught.

G.

Cigarettes de Luxe By Robert Jean-Boulan. Edited by P. G. Wilson, Published by Messrs. Macmillan & Co Price Rs. 1-6-0.

Modern French plays suitable for class room use are even now not numerous. A play like this offers a sort of training in idiomatic conversation in daily life. This book must be read rapidly and if possible can be acted in the class room itself. The style is easy and the words used are simple and short. At the end of the book a large vocabulary is added wherein the meaning of different words and idioms are translated into English. A careful study of this book will enable a French student not only to appreciate modern French plays but also to enlarge his stock of French phrases and idioms. The get-up of the book is good.

G.

Captifs dans la Montagne. By Robert Jean-Boulan, Edited by P. G. Wilson, Published by Messrs. Macmillan & Co. Price Rs. 2-0-0.

The story deals with the adventures of a French boy with his English friend in France. The story is interesting to the end. The style is simple. The Editor has added as many exercises as there are chapters in the book. Each exercise is divided into two parts. The first part deals with questions on the subject matter which ought to be answered orally. The second part contains a passage which is to be translated in French A large vocabulary is added at the end of the book both for translating words and idioms from French to English and *vice versa.* The book is neatly got up. I would unhesitatingly recommend this book for our colleges where French is taught to be used as a text-book for the intermedite classes.

G.

EDITORIAL

GREAT STIR

The new amendments to the rules under the Madras Elementary Education Act published by the government have created a stir among the teacher-managers. The changes proposed by the government are what one may expect from the general policy on Elementary Education indicated by the government in the communique. It is clear that incomplete elementary schools and schools with indifferent strength can have no place if the rules be enforced. In a later communication, the managers are required to take steps to convert the incomplete schools into complete ones if they should get the benefit of grants. There can be no difference of opinion as to the necessity for taking suitable steps to avoid wastage. The question is whether the work of the government should stop with the framing of the rules. Does the government which has full knowledge of the conditions of teacher-managers, really believe that the managers may be stimulated by a little screwing? It is well-known that the teacher-manager has very little to spare. The assistants whom he employs in his schools lead a precarious existence and this is a fact admitted by all. The immediate effect of the amendment will result in the closing of a large number of schools and lead to a great set-back in educational progress. One would like to know whether the government does not consider it its duty to come to the rescue of the teacher-manager and help him to raise the incomplete school to a complete school or to improve the strength of the school. Is it the opinion of the government that the incomplete schools are superflous at the present moment and that their closure may do no harm? If they are not superflous, it seems to us that the authorities should consider the ways and means of improving the incomplete school.

So far as we are able to gather from the proceedings of meetings of Teacher-managers and District Educational Councils, the feeling seems to be that the amendments will hit hard a number of managers and cause a good deal of confusion. The fifth Tanjore District Teacher-Managers' Conference held on 2nd January devoted special attention to the effect of the new amendments. Mr. Ramanuja Iyengar makes the following observations in his opening address:—"*The rules for award contain the seeds of abuse............. A grant formula must be simple, clear, and workable and the formula enunciated does not possess these qualities. The implied policy against small schools and*

restrictions on them are retrograde measures, calculated to cut down existing school provision and services and affect teachers and pupils in single and plural teacher schools." Mr. Swaminatha Iyer, who presided over the conference rightly took objection to the tendency on the part of the authorities not to take the managers into their confidence and the government will be well advised to pay due regard to the following observation in his address. "It has been said time and again that amendments to the Act and the Rules are made without any reference to the persons who have to work them and they do not therefore work well in practice." We hope the government will give the suggestions from Teacher-managers and District Educational councils the consideration they rightly deserve and make such further changes as may be necessary. As was stated by a representative in the Cochin Legislative Council there is a real need for provisions which should compel the government to do certain things Let us imagine what the situation will be if a rule be passed that the government should in the course of five years convert incomplete schools into complete schools or single teacher schools into one-teacher to one-class schools. Much depends upon the approach and the spirit.

The Teacher-managers who are now agitated should realise the implications of aided education. Rightly or wrongly it is presumed, and there is no contradiction from them, that the managers are men of influence in their respective localities and are therefore in a position to persuade the public to take interest in schools. They have not so far made any attempt to solve the problem of wastage and no one knows what their plan of action is. Now that the rules are sought to be amended, they complain bitterly. We do not mean that there is no cause for their anxiety at the present moment but the public should naturally expect from the Teacher-manager a solution for the problem of wastage. We hope the managers, the authorities and the teaching profession will face the problem in the right spirit and come to an understanding with regard to the line of action.

THE COMPLEX PROBLEM

Reorganisation of secondary education may be on the lips of everyone but it is undoubtedly a complex problem. All over the world there is a feeling of dissatisfaction with secondary education and attempts are made to tackle it in a satisfactory way. It is a great thing that the circular of the Government of India should indicate in no ambiguous manner the necessity for a radical change. Sir Jagadish Prasad and

other eminent men in public life complain bitterly that an increasingly large number of pupils rush to the colleges though they may not be fit for higher education. The Provincial Educational Conference held at Salem emphasised the need for a change in the existing scheme of secondary education and called upon the Madras Teachers' Guild to make a detailed study and submit a report for consideration. We understand that the Council of the Guild has been devoting special attention to this problem and it is likely that its final report will reach the South India Teachers' Union in time. One point which the teaching profession should bear in mind is that it should consider the problem in a comprehensive manner with due regard to the heterogeneous character of the secondary school population and the need for a wider diffusion of secondary education in our province. It should not forget that selection by elimination through a narrow literary curriculum is no longer defensible. The profession should realise the value of the principle of selection by differentiation. A more rational programme of studies which will give a scope to every individual is what is urgently needed. Diversion of students to courses for which they have aptitude is one important principle which should underlie any scheme of reconstruction. We should like to invite the attention of our readers to the report of the sub-committee of the Madras Teachers' Guild and the Memorandum of the Headmasters' Association published elsewhere. The report of the Headmasters' Association has made out a good case for reorganisation and the proposals contained therein should be carefully considered. The report of the sub-committee of the Guild seeks to go to the root of the problem and it is for the teaching profession to have a long view and to express its opinion in clear terms. It is not for the profession to hesitate to go forward on the plea that finances may not be available and that students and parents will never be willing to listen to the plain fact. The reorganisation idea has been mooted by the government and all these years every man who gets upon the platform indulges in platitudes that the system of education is defective and requires to be overhauled. Let the public know from the teaching profession what is necessary at the present moment. Let it not be said afterwards that it was not made aware of the intricacies of the situation. The teaching profession owes it to the public to bring to their notice the weak spots in the system and to suggest the lines of reorganisation. There is great need for publicity or propaganda so that parents may know how they should proceed. That our secondary schools have comprehensive objectives and that they should not be viewed merely as preparatory institutions of the University are ideas which are admitted by all. It becomes necessary therefore to make radical alterations in

the scheme. We hope the profession will rise equal to the occasion by suggesting a scheme which is academically sound. The time has come for us to have a comprehensive scheme. There is no need to labour the point that there will be several difficulties when effect is given to the scheme and that the end can be achieved only in course of time. But no one will be seen to hold the view that a further delay in taking a distinct and forward step is advisable.

ONE OF US

Mr. H. S. Shelton has done a real service to the teaching profession. His book on "Thoughts of a Schoolmaster" which is available in the Madras University Library should be read by every teacher and should find a place in every school library. His long experience in different institutions has helped him to let the schoolmaster see himself as others see him. His observations relate to a variety of topics and the book will do a lot of good to the teacher whether he is a beginner or experienced teacher. "Why schoolmasters are unpopular" is a point which he has directly raised. While appealing to them to join the life of the outside world, he takes care to explain that the mutual jealousies among the members of the profession, and misunderstanding between the headmaster and assistants are chiefly responsible for the loss of prestige. He is dissatisfied with the class spirit underlying the organisation of schools in England and the account which he gives of schools seems to indicate that till recently the conditions obtaining in England were far from satisfactory. His criticism of the headmaster and of assistant masters is very refreshing and is sure to exercise a healthy influence. "Headmasters vary, as do other men, but, if it is possible for the staff honestly to say of a headmaster that he is not actually disliked, that is very high praise indeed. Such is the feeling, that a number of schoolmasters, thoroughly well qualified, if their circumstances are such that the higher salary is not necessary to them, do not apply for those appointments, and others, who have half-heartedly applied, are thankful for their escape. Better to remain in a subordinate position than to accept one in which so few are able to win the respect and liking of those who work under them." Further on, the author writes as fol- follows:—"The proper work of a headmaster requires no very great intelligence but a knowledge of the business, tact and commonsense, a willingness to give reasonable consideration to different points of view and to listen to all sides of a question, the power to make decisions contrary to the opinion of others, which most decisions must be, without giving unnecessary offence, a quiet restrained manner and absence of fussiness—in short much the same level-headed qualities required for

the Managing Director of a small company." He has a lot to say about the harm that is done to the profession by what he humorously calls the "yes" assistants and expresses the view that many of the troublesome little difficulties of life in schools will vanish if the staff be united and friendly. He lays stress on the security of tenure of service and shows all other questions may be easily solved once it is found possible to enforce security of tenure of service. "It will thus be seen that there is much room for improvement in the conditions of secondary schools. The question of tenure is of paramount importance. It is not that the actual number of dismissals is great...... The difficulty is that the known insecurity, combined with a number of other factors, produces an atmosphere of intrigue which is most harmful to the smooth working and efficiency of schools. One effect is the unhealthy over-estimate of the examination results. Examinations have their uses in an educational system but the principle of these should not be to provide *prima facie* evidence of the efficiency of the teacher. The competition between members of the staff to get good examination results in this subject or in that is most unhealthy and need not occur if necessary reforms are made....... Whatever criticisms be made on educational systems, methods, ideas, are of little avail under present conditions. In order that teachers should be enabled to consider these carefully and impartially, from the sole point of view of doing the best possible for pupils, there must be security........ Teachers will then be able to look at the many problems of educational methods and ideals in the spirit of the man of science, to try many things and hold fast to that which is good." There are chapters devoted to the academic side of secondary education and they will give ample food for thought.

EDUCATION AND POLITICAL PARTIES

We invite the attention of our readers to the letter of the Secretary of the South India Teachers' Union to the three political parties in our province. At the last conference held at Salem, a desire was expressed that in the coming elections, teachers should ascertain from the candidates the measure of support which they would give in regard to reform in Education, the improvement of conditions of service of teachers, and the recognition of the claims of the South India Teachers' Union for a legitimate place in the sphere of education in the presidency. Under the peculiar circumstances under which the elections are expected to take place this year on party labels, it has been found desirable and necessary to address directly the political parties and invite them to explain their programme. The reply which the Secretary of the Congress Party was pleased to send in time is published for the information

of members. We are awaiting replies from the Justice Party and the People's Party. We shall be happy to publish them also as soon as they are received. The Union has no definite political complexion and we have no doubt that teachers will have the interests of Education at heart at the time of voting.

A SCHOOL JOURNEY

We congratulate the authorities of the Hindu Theological High School on the successful school journey organised by the school before Christmas. A party of 500 students of the school was taken to Tiruvannamalai where they halted for 3 days. School journeys are now recognised to have a definite place in any scheme of education and we hope the example of the Hindu Theological High School will be followed by other institutions. Every detail of the programme was thought out by the Masters' Association which issued a handbook setting forth not only the aims of the journey but all the details regarding it. The handbook supplies very good information to any one who would think of a similar journey. The enthusiasm shown by the staff under the able leadership of Mr. R. S. Subramanya Iyer and the direction of Mr. K. Rangaswamy Iyengar, Headmaster of the school, deserves particular mention. We take this opportunity to congratulate the pupils of the school that participated in the excursion, which, we are sure, would have widened their outlook.

A GREAT EDUCATIONAL EVENT

An epoch-making event in the educational life of this Presidency took place on Saturday the 30th when the Christian College celebrated its centenary with the opening of its new buildings at Tambaram. The Christian College has rightly been termed the pioneer of English Education in South India. It has established itself so firmly in this land that the very name of the College has become a bye-word. Its hundred years of record is a splendid achievement in the history of any educational institution and as His Excellency remarked in his address delivered on the occasion of the opening of the new premises of the college, " if with the celebration of its centenary it has come to the close of a chapter in its history, that chapter, though glorious will prove to be but the preface to the still greater book, that yet remains to be written." And rightly that New Era in its life begins at a critical time in the history of India for we are now on the eve of a new stage in our political advancement. In the words of Dr. Hogg, " in the tense years

which must lie ahead there will be unprecedented demands upon everyone's capacity for mutual comprehension and comradely forbearance." His Excellency keenly alive to this need, struck the right note when he declared of late in the matter of selecting the right man fos the job, the authorities are paying increasing attention to personality as against a mere ability to collect marks. All will agree with His Excellency when he said, " I look with confidence to the college to repay its obligation to the Government by the contribution which in years to come it will make to the cultural life of the province and the development of progress of South India generally." Any one who has been watching the great work of the college will feel sure that His Excellency's confidence is well placed and we take this opportunity of wishing the college in its New Era all success.